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AUTHOR Raby, Rosalind Latiner
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ABSTRACT

This report presents data on international programs and activities at colleges belonging to the California Colleges for International Education (CCIE) consortium. Programs detailed include: (1) faculty/staff exchange; (2) international curriculum; (3) international development; (4) international economic development; (5) international student; (6) international virtual university/distance education; and (7) student study abroad. Data were collected from the 58 member colleges (53 of whom responded) via a survey regarding international activities in which they were engaged during the 1997-98 academic year. Key findings include: (1) all colleges offer some type of international education program; (2) thirty colleges explicitly mention international education in their mission statements; (3) CCIE colleges have academic or business connections in 25 countries; (4) forty-seven colleges conduct study abroad and/or work abroad programs; (5) twenty-one colleges have international distance learning programs; and (6) fifteen colleges have sister-city connections. Included is a chart illustrating international education progress made by CCIE colleges during 1997-98. (EMH)

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CALIFORNIA COLLEGES FOR INTERNATIONAL EDUCATION CCIE

1997-1998 ANNUAL REPORT

Rosalind Latiner Raby, Ph.D.

Director, Communications

rabyrl@aol.com

June, 1998

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CCIE ANNUAL REPORT: 1997 - 1998

In 1985, several California community colleges joined together and formed the consortium, *California Colleges for International Education (CCIE)*. CCIE is dedicated to the ideal of increasing international understanding through education. The goals of the consortium are:

- a) encourage development of an international perspective in community college classrooms;
- b) increase awareness of and encourage international development through technical education;
- c) promote opportunities for sharing of international/intercultural expertise;
- d) form liaisons between national organizations and consortia involved in international and intercultural education activities;
- e) provide an international and intercultural education resource body to the Chancellor's Office of the California Community Colleges.

Fifty-eight of the 106 community colleges in the state, were members of CCIE during the 1997-1998 academic year. All member colleges participated in and/or planned to create one or more international education program. Some programs highlight classroom instruction, others emphasize off-campus programs, while still others employ a combination of different types of pedagogy.

In Fall, 1997, all CCIE representatives received the CCIE Annual Survey which asked for data on various activities in which member institutions are engaged. It is recognized that the CCIE representative may not be the sole individual on campus engaged in international educational activities. Therefore, information provided in this report is representative of the information provided for by each CCIE representative answering the survey. As such there may be some inconsistencies in the data provided and what is occurring on individual campuses. Fifty-four of the fifty-eight CCIE member colleges responded to '97-98 survey. International Education Programs Include:

FACULTY/STAFF EXCHANGE PROGRAMS

Programs designed to facilitate faculty and short-term administrative exchanges between U.S. and overseas institutions. These exchanges provide a framework for academic, personal and cultural experiences. Students benefit by having the opportunity to study with a foreign educator. When families are involved, a total life experience is felt. The actual number of annual community college participants is small, but the effect on individuals is substantial upon return to their classroom and their campuses. Fulbright Exchanges are the best known vehicles for this opportunity, but colleges sometimes initiate their own exchange programs, usually for periods of less than a year.

INTERNATIONAL CURRICULUM PROGRAMS

Programs/activities that emphasize curricular modifications among all disciplines (academic as well as technical) to include international themes to assist faculty and students to transcend their own cultural conditioning and to become more knowledgeable about and sensitive to other cultures. Professional development activities further promote creation of new modules, classes and programs, as well as introduce innovative teaching methodologies in the classroom. The ultimate in internationalized curriculum includes certificate and A.A. degree programs in international studies, multicultural studies, international business, etc.

INTERNATIONAL DEVELOPMENT PROGRAMS

International development programs include bilateral and cooperative agreements that provide technical, language and knowledge transfer to other countries. Emphasis is on providing opportunities for internationalizing curricular and service capabilities; to develop linkages with/for local business and industry; to foster and support programs of international studies and exchanges; to coordinate an international network of participating institutions having similar interests and provide technical, occupational and ESL educational assistance in other countries; and to enhance international virtual universities and international distance education. Community college staff frequently work overseas in both long-term and short-cycle programs and international students are often enrolled in specially designated programs on-campus.

INTERNATIONAL ECONOMIC DEVELOPMENT PROGRAMS

Education and services that are focused on continuous workforce improvement, technology deployment and business development, including but not limited to: international trade and development, contract education, workforce preparation, professional exchanges, foreign language, partnership development, technical assistance, and cross-cultural training. Program emphasis is on preparing businesses to understand the dynamics of the world market place and to become more globally competent.

INTERNATIONAL STUDENT PROGRAMS

Programs and services designed to assist students from other countries pursue a course of study in the United States on foreign student or visitor visas (F-1, B-1, J-1, M-1). International students are germane to the community college mission, as they provide academic and cultural richness not found elsewhere. The presence of international students alters domestic students' perceptions and understanding of a world society, serves as a human resource in both class discussions and student activities, and becomes the basis for friendships that often filter into future social, political and economic relationships. International students take courses that will enhance career, business or transfer education, many of which have low enrollments for the college in general.

INTERNATIONAL VIRTUAL UNIVERSITY/INTERNATIONAL DISTANCE EDUCATION

Programs/activities that use technology to provide access to a variety of learning venues that transcend national borders. Includes use of Internet in the curriculum, teleconferencing with other countries, tele- and net-based distance learning that involves interaction with students, faculty and college programs from other countries.

STUDENT STUDY ABROAD PROGRAMS

Study Abroad programs encourage development of international understanding through participant observation. Short-term summer or semester length college credit classes in foreign locations concentrate on foreign language instruction as well as instruction in humanities, arts, social sciences, natural history and occupational fields. These programs are distinct from study tours in that they have a university accredited curriculum, provide WSCH based funding for the community college and are academic in content. In keeping with the community college "open door" philosophy, study abroad programs include all ages, aptitudes and backgrounds without sacrificing academic standards. College support of study abroad often becomes the foundation for a college's international efforts.

The 1997-1998 CCIE Annual Report details the full sweep of international programs/activities and CCIE colleges' investment in international education. This composite will serve as a basis from which CCIE will provide intensive efforts to support international education in the future. For additional information regarding this Executive Summary, CCIE activities, or membership in CCIE, contact:

Dr. Rosalind Latiner Raby, Director of Communications
20630 Romar St. Chatsworth, CA. 91311
(818) 882-9931 or FAX (818) 882-9837 E-mail: rabyrl@aol.com.

CCIE MEMBER INSTITUTION STATISTICS

CCIE INFORMATION	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Number of CCIE Colleges	na	31	46	48	50	52	55	56	61	58
CCIE College Survey Participants	na	na	38	40	40	50	35	50	53	53
Percentage of Responses	na	na	85%	85%	82%	99%	63%	90%	88%	97%

KEY FINDINGS

➤ 92% of the 1997-1998 CCIE membership responded. CCIE Member colleges who did not respond: (1) Hartnell College; (2) Long Beach City College; (3) Palomar College; (4) College of the Redwoods; (5) Riverside College; (6) San Bernardino Valley College.

➤ All responding colleges (fifty-three) indicated some type of international education program offered at their college/district.

➤ Fifteen colleges (29%) have supported some type of international education program for over 10 years.

➤ Twenty-eight colleges (53%) have an individual responsible for international programs in an established office. Of this, 24% are full-time while 26% are part-time.

➤ Thirty colleges (57%) explicitly mention international education in their mission statements.

➤ CCIE colleges have an academic or business connections in thirty-five countries.

➤ Fifty-three colleges offer international student programs with enrollments ranging from 1-2,400 students. Fifty-two colleges offer special activities and fifty-one colleges offer special services for International Students. Eight colleges experienced a growth in their programs from 12% - 74%; Five colleges experienced a decline in their programs from 5% - 10% and seven colleges remained the same.

➤ Forty-eight colleges (91%) offer three or more foreign language curricula programs.

➤ Forty-seven colleges (89%) conduct study abroad and/or work abroad programs.

➤ Twenty-six colleges (45%) faculty attended internationalizing curriculum programs.

➤ Twenty-five Colleges (44%) offer A.A. Degree/Certificate programs in Ethnic Studies, Intercultural Studies; International Business, or International Studies. An average of 25 - 250 students are enrolled per program.

➤ Twenty-two colleges (41%) conducted international development or international contract training programs.

➤ Twenty-one colleges (39%) have international distance learning programs.

➤ Nineteen colleges (32%) created new internationally themed courses or international modules.

➤ Fifteen colleges (29%) have sister-city connections.

➤ Thirteen colleges (22%) conducted faculty exchange opportunities from 1995-1998.

➤ Forty colleges (76%) have membership in other international education consortia. The most frequently noted were: NASFA (34 colleges); CIEE (17 colleges) ICEED and ACIE (16 colleges); CCID (12 Colleges); NCAGE (10 colleges) and CITD (5 colleges).

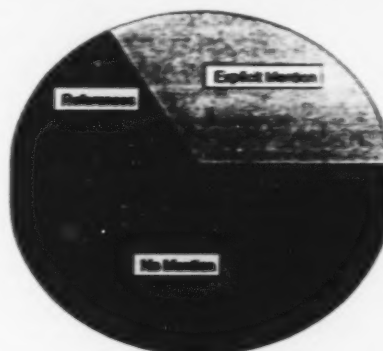
ROLE OF CCIE MEMBERS IN SUPPORTING INTERNATIONAL EDUCATION

The rapid growth of international education programs among California community colleges in the 1990s has not occurred in an integrated fashion. Rather, singular programs of international education are advanced, each with their own contacts, constituency, and audiences. In many colleges, there is little, if any, communication between these programs. This is also true for communication between colleges in multi-college districts. In the upcoming millennium, it is no longer sufficient to have singular international education programs. A coordinated emphasis that integrates international, intercultural and multicultural education needs to be defined and maintained. Such integration demands support from administration, trustees, faculty and students, inclusion in mission statements and other official documentation that have reference to international and/or intercultural education, and established offices with sufficient support staff.

- 26% of CCIE colleges refer to International Education in College Mission Statements.
- 74% of CCIE colleges have no reference.

MISSION STATEMENTS

Inclusion of International Education Themes

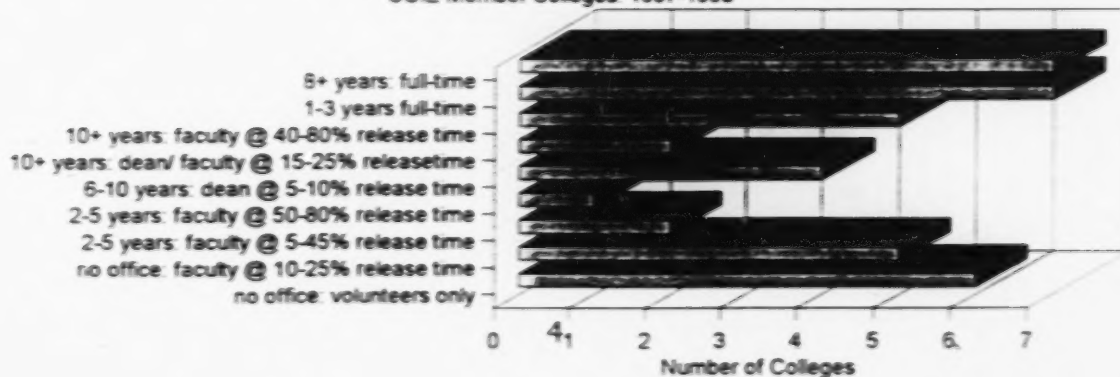


SUMMARY OF CCIE MEMBERS CAMPUS STRUCTURE:

- 24 % of colleges have full-time people working in established international education offices
- 26% of colleges have part-time people working in established international education offices
- 9% of colleges have part-time people working with no defined international education offices
- 11% of colleges have volunteers working with no defined international education office

INTERNATIONAL OFFICES/STAFF

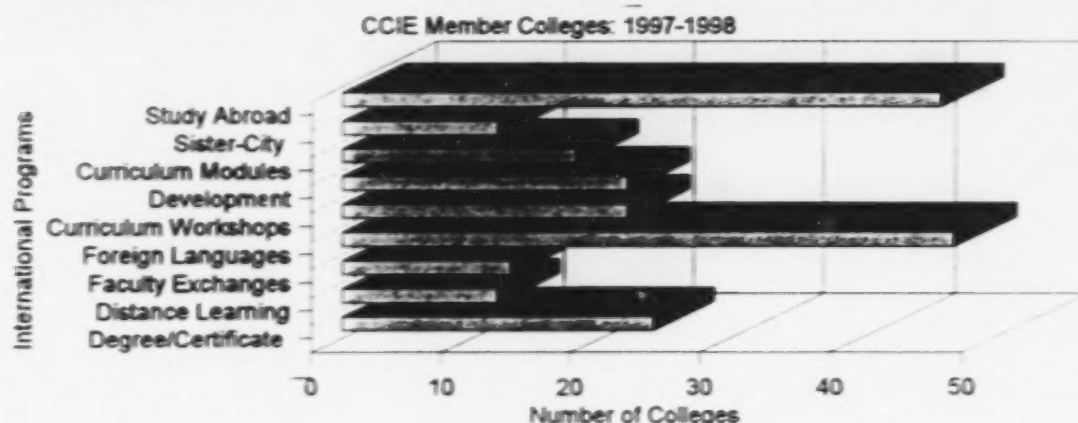
CCIE Member Colleges 1997-1998



INTERNATIONAL EDUCATION PROGRAMS

Over the past decade a variety of international education programs have gained considerable acceptance and have been prominently featured at many California community colleges. While the vast majority of CCIE member colleges continue to offer study abroad programs, other international education programs, have become staples and even cornerstones of many California community college international education programs. The combination of program offerings illustrates how deeply ingrained international education has become on our campuses. The following section details the diversity of programs in this area.

SUMMARY OF INTERNATIONAL PROGRAM



TEN-YEAR SUMMARY OF THE PROGRAMS OFFERED • The decline in 1994 is not indicative of a decrease in actual programs, but rather reflects a smaller sampling due to a high number of non-reporting CCIE colleges.

PROGRAMS	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
FACULTY EXCHANGES	na	4	5	7	5	10	4	9	10	10	2
INTERNATIONAL STUDENTS	na	na	13	24	22	50	13	49	51	53	53
INTERNATIONAL DEVELOPMENT	na	3	5	9	6	14	9	11	8	11	22
INTERNATIONALIZING THE CURRICULUM	na	5	6	5	8	6	6	9	14	17	19
A.A. DEGREE PROGRAMS	na	1	4	2	9	10	9	10	16	22	25
CERTIFICATE PROGRAMS	na	3	3	3	4	13	7	12	12	17	25

SUMMARY: FACULTY EXCHANGES

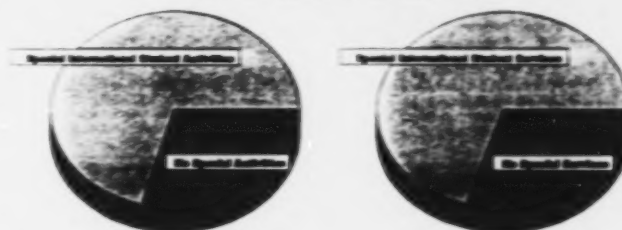
- 9 CCIE colleges (16%) had faculty exchanges (one-way or two-way) for 1996-1997.
- 8 CCIE colleges (14%) had faculty exchanges (one-way or two-way) for 1997-1998.
- 2 CCIE colleges (4%) had faculty exchanges (one-way or two-way) for 1998-1999.

SUMMARY: INTERNATIONAL STUDENTS

- 52 colleges offer special activities for International Students
- 51 colleges offer special services for International Students

INTERNATIONAL STUDENT

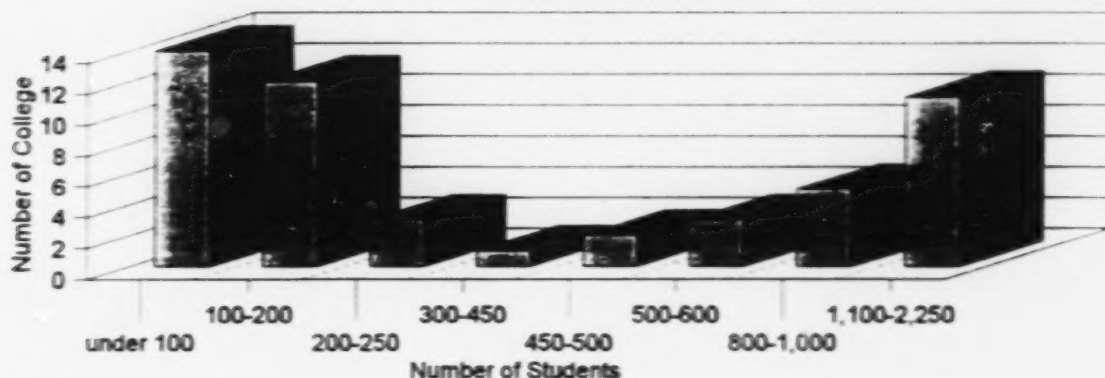
ACTIVITIES AND SERVICES OFFERED



- Fourteen colleges (25%) have under 100 students
- Twelve colleges (21%) have 100-200 students
- Three colleges (6%) have 200-250 students
- One college (2%) has 300-340 students
- Two colleges (4%) have 450-500 students
- Three colleges (6%) have 500-600 students
- Five colleges (9%) have 800-1,000 students
- Eleven colleges (19%) have 1,100-2,250 students (nine of which combined as the L.A. District). Santa Monica has 2,400 students

INTERNATIONAL STUDENTS

CCIE Member Colleges: 1997-1998



SUMMARY: FOREIGN LANGUAGES

- Forty-eight colleges offer three or more foreign languages
- Twenty-eight different foreign languages are offered at CCIE colleges
- The most frequently offered foreign languages are: Cantonese, French, German, Italian, Japanese and Spanish

SUMMARY: INTERNATIONAL CURRICULUM PROGRAMS

Internationalizing curricula is the infusion and/or introduction of international perspectives and themes into existing or new classes through altering lectures, course activities, discussions etc. Internationalizing curricula has been a focus of community college international education nationally since the early 1970s. These programs are frequently supported by federal grants, such as Title VIa/b grants, but are also supported by the individual initiatives of each college. Since 1984, nine CCIE member colleges have received Title VIa/b grants and numerous others have had smaller programs to achieve similar results. On many campuses, however, there are no established programs and faculty work on their own to internationalize their classes.

There are many programs around the country that are specifically designed to assist community college faculty internationalize their curriculum. The growing number of California Community College faculty who participate in these programs reflects the escalating interest in internationalizing curricula in our community college classes.

- CCIE faculty participated in five different domestic programs that specialized in teaching faculty how to internationalize their curriculum.
- Twenty-seven colleges sent representatives to these domestic programs.
- Eighteen colleges added to their list of courses that have been internationalized or incorporated international modules into existing courses.

While it remains critical for individual classes across the curriculum to become internationalized, it is equally important for colleges to offer basic courses that are international in orientation. Since 1990, the number of CCIE colleges that offer such courses is growing annually. In 1997-1998, the following percentage of colleges offer:

- Non-European History: fifty colleges (95%)
- Cultural Anthropology: forty-nine colleges (93%)
- International Business: forty-six colleges (87%)
- Non-European Humanities: forty-five colleges (85%)
- Cultural Geography: forty-four colleges (84%)
- Intercultural Communications: forty colleges (73%)
- International Relations: thirty-six colleges (68%)
- Ethnic Studies: twenty-eight colleges (53%)
- Multicultural Studies: twenty-seven colleges (51%)
- International Studies: sixteen colleges (30%)

SUMMARY: A.A. DEGREE/ & CERTIFICATE PROGRAMS

Internationally themed Certificate and/or A.A. Degree Programs include a structured core of required classes, including foreign language, plus a selection of multi disciplinary electives that allows students to take a broad range of internationalized classes within many different disciplines, thereby exposing them to an array of knowledge upon which international literacy is eventually achieved. In California, these programs average twenty-one units, can be in an

A.A. DEGREE/CERTIFICATE PROGRAMS



individualized department (i.e. international studies, intercultural communications, international business) but more frequently are part of an existing college department, typically business or political science. Many programs are supplemented by internationally infused general education classes, most involve selected general education courses which are required for graduation and nearly all offer classes that are transferable to universities. Although the number of colleges offering these types of programs are increasing, student participation remains limited.

- Six Colleges (11%) offer A.A. Degree International Studies Programs
- Fifteen Colleges (26%) offer A. S. Degree International Business
- Three Colleges (6%) offer A.A. Degree in Ethnic Studies
- Two Colleges (4%) offer A.A. Degree in Intercultural Studies
- Four Colleges (7%) offer Certificates in International Studies
- Seventeen Colleges (30%) offer Certificates in International Business
- One College (1%) offers Certificates in Intercultural Studies
- One College (1%) offers Certificates in Latin American Studies
- There is an average of 25 - 250 students per program

SUMMARY: INTERNATIONAL DISTANCE LEARNING PROGRAMS

- Twenty-Two colleges offer International Distance Learning Programs
- International distance learning programs have four identified components:
 - Five colleges use Web-pages to advertise programs;
 - Five colleges offer long-distance general education classes;
 - One college offers long-distance education connected to study abroad programs
 - Eleven colleges use Internet to internationalize curricula through the INMP project.

SUMMARY: INTERNATIONAL DEVELOPMENT AND INTERNATIONAL CONTRACT EDUCATION PROGRAMS

- Thirty-three Colleges conducted some form of international development or international contract education programs. Of these,
 - Seven colleges sponsored programs that were involved in international training/re-training
 - Eight colleges sponsored international development non-profit program
 - Five colleges sponsored international local business centers, three of which are members of the state-wide Centers for International Trade and Development (CITD) network.
 - Five colleges sponsored international contract education programs for international students on campus in non-ESL areas
 - Four offered ESL training centers on-campus for international students.
- Sixteen colleges (26%) have sister-city connections.
- Countries in which CCIE member college conducted business or had sister-city connections:
Argentina; Australia; Austria; Belgium; Belize; Brazil; Canada; Chile; China; Costa Rica; Cuba; Denmark; El Salvador; Finland; France; Germany; Great Britain; Guyana; Hungary; Inner Mongolia; Ireland; Italy; Japan; Korea; Lithuania, Mexico; Netherlands; Peru; Singapore; Slovak Republic; South Africa; Spain; Switzerland; Thailand; Vietnam;

SUMMARY: STUDY ABROAD PROGRAMS

Analysis of CCIE study abroad programs are divided into Spring Semester, Fall Semester, Winter/Spring Break and Summer Session for the years 1997, 1998 and 1999. For the years 1997 and 1998, 50% of the colleges provided information on how many students attended their programs, which programs were canceled due to low enrollment and details on upcoming programs in terms of dates, price and courses. For Spring Semester 1999 and Summer Session 1999, anticipated programs are listed.

Many of the CCIE member colleges belong to other groups/consortia that solely emphasize study abroad cooperatives. These groups frequently have ties to a single study-abroad contractor. There is no conflict of interest in belonging to CCIE and to these other study-abroad consortia. Some of these consortia are:

- a) Central California Consortium led by Modesto College;
- b) Foothill Consortium led by Citrus College;
- c) NORCAL Consortium (Santa Rosa, Diablo Valley, Hartnell, Sequoias, Foothill/DeAnza; San Mateo; Canada; Skyline; Contra Costa District; Santa Maria; Diablo Valley)
- d) Northern and Central California Consortium of Community Colleges for Foreign Study Cooperation (NCCCCFSC) (American River College; Butte College; Cabrillo College; Canada College; College of San Mateo; College of the Sequoias; Contra Costa College; Cosumnes River College; Cuesta College; DeAnza College; Diablo Valley College; Foothill College; Gavilan College; Hartnell College; Los Medanos College; Merced College; Modesto Junior College; Sacramento City College; San Joaquin Delta College; Santa Rosa Junior College; Sierra College; Skyline College; Solano Community College; West Hills College; Yuba College).

- 26 programs were offered in Fall semester 1998, of which 22 went to Europe, 1 to Asia, 2 to Latin America and 1 to the USA. Approximately 465 students attended these programs.
- 7 programs were offered in Winter/Spring Break 1997-1998, of which 3 went to Europe, 3 to Latin America and 1 to the USA. Approximately 125 students attended these programs
- 29 programs were offered in Spring semester 1998, of which 26 went to Europe, 1 to Asia, and 2 to Latin America. Approximately 390 students attended these programs
- 60 programs were offered in Summer session 1998, of which 28 went to Europe, 9 to Asia, 1 to Australia, 22 to Latin America. Approximately 615 students attended these programs
- Five programs are planned for Winter/Spring Break 1998-1999, of which 2 will go to Europe, 3 to Latin America and 1 to the USA.
- 27 programs are planned for Spring Semester 1999, of which 21 will go to Europe, 3 to Asia and 3 to Latin America.
- 29 programs are planned for Summer session 1999, of which 13 will go to Europe, 3 to Asia, and 13 to Latin America.
- Financial Aid for study abroad semester students ranges from 15% - 100%
- Financial Aid for study abroad summer students ranges from 0%- 75%
- The percentage of minority students in semester programs ranges from 1% - 75%
- The percentage of minority students in summer programs ranges from 5% - 75%.

TEN YEAR SUMMARY: STUDY ABROAD

FALL SEMESTER PROGRAMS

REGION	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
EUROPE	na	na	na	na	14	12	11	19	20	18	22
ASIA	na	na	na	na	0	2	0	1	1	0	2
AUSTRALIA	na	na	1	na	0	0	1	0	0	0	0
AFRICA	na	na	na	na	0	0	0	0	0	0	0
LATIN AMERICA	na	na	1	2	2	4	1	1	0	1	2
U.S.A./CANADA	na	na	na	na	0	0	0	0	0	0	1
TOTAL	na	na	2	2	16	18	13	21	21	19	27

SPRING SEMESTER PROGRAMS

REGION	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
EUROPE	13	11	18	20	20	17	12	18	19	26	22	21
ASIA	4	5	1	2	2	2	0	0	0	2	0	4
AUSTRALIA	0	0	1	0	0	0	1	1	0	0	0	0
AFRICA	0	0	0	0	0	0	0	0	0	0	0	0
LATIN AMERICA	3	2	2	2	4	7	2	2	1	5	1	1
TOTAL	20	16	23	24	25	26	15	21	20	33	23	26

WINTER/SPRING BREAK PROGRAMS

REGION	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
EUROPE	0	1	1	1	2	3	1	1	3	2	3	1
ASIA	1	2	2	2	0	1	0	0	0	0	0	0
AUSTRALIA	0	0	0	0	0	0	1	0	0	0	0	0
AFRICA	1	1	0	1	0	0	0	0	0	0	0	0
LATIN AMERICA	1	3	4	4	5	8	4	2	4	3	3	3
U.S.A./CANADA	1	1	2	3	2	1	0	1	1	1	1	1
TOTAL	4	6	9	11	9	13	6	4	8	6	7	5

SUMMER PROGRAMS

REGION	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
EUROPE	14	17	26	28	30	27	12	21	16	28	24	17
ASIA	4	0	4	4	7	8	5	2	2	3	8	5
AFRICA	1	1	1	1	3	2	0	0	1	0	0	0
LATIN AMERICA	3	9	14	7	16	14	11	14	18	20	21	14
U.S.A./ CANADA	1	2	2	2	1	1	0	0	1	0	0	0
TOTAL	27	31	48	49	62	56	28	37	39	53	54	36

CONSORTIA SPECIFICS

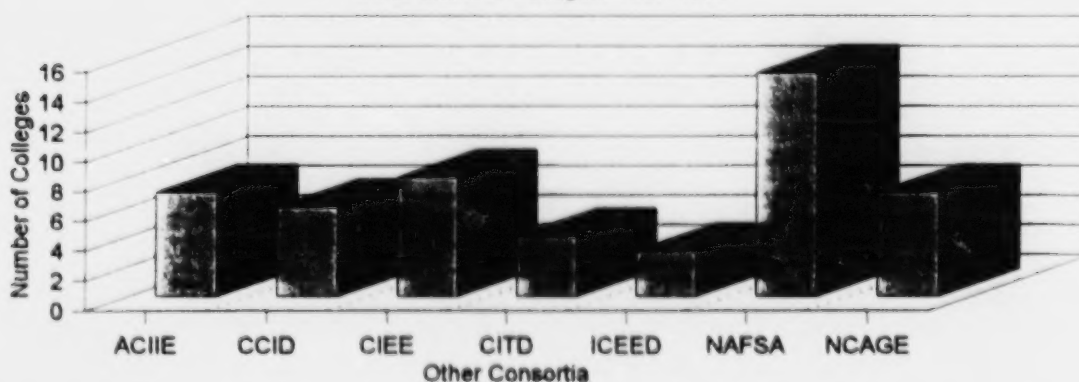
Institutionalization of International Education can be assessed by the internationalization of the whole college climate. There are numerous types of programs offered by CCIE member colleges that affect the entire college population. Many of these programs are annual events and some are seasonal. The importance of international education can also be assessed by evaluation of how many other consortia the college is a member. The more international education consortia the college belongs to, the more invested they are to international education on their campus.

SUMMARY: GENERAL INFORMATION

- Twenty-two colleges conduct internationally themed annual or seasonal programs
- Forty-One colleges have membership in other international education consortia.
The most frequently noted were:
 - NASFA (34 colleges)
 - ICEED and CIEE (17 colleges)
 - ACIIE (16 colleges)
 - CCID (12 Colleges)
 - NCAGE (10 colleges)
 - CITD (5 colleges)

MEMBERSHIP IN OTHER CONSORTIA

CCIE Member Colleges: 1997-1998



PROGRESS MADE BY CCIE COLLEGES 1997-1998

COLLEGE	PROGRESS
CAÑADA	"Emeritos Institute" of San Mateo County Community College District offers several classes in the community (mostly at senior centers & retirement communities) where "current events" are taught, and foreign policy association's Great Decision program is offered to 300 adults each semester.
CERRITOS	International Student Office sponsors International Food Fair and Middle Eastern Day Festival that educates the public about Arab-American relations.
CHAFFEY	College sponsored conversation groups between faculty, holiday celebrations, seminars (e.g. New INS Law, Practical Training) and help sessions for international student registration. Limited curriculum development. Student support program a) identified administrative office to oversee; b) designate as a separate entity from the counseling department; c) provided funding for equipment, supplies, etc.; d) consistently discusses the need for an international center
COAST CCD	a strategic plan for all aspects of international education has been written and is being reviewed.
DEANZA/ FOOTHILL	Expanded international recruitment and therefore the number of international students on the campus.
EL CAMINO	Advisory Committee will pick the sites and recruit faculty for those sites
LACCD	Significant growth in study abroad, internationalizing the curriculum, international development and distance learning programs. With closure of office, the future of these programs is non-existent.
MT. SAN ANTONIO	Working on exchange with technical college in Inner Mongolia. Working on future housing needs for international guests/students /seminar participants. Applying for J-1 Visa approval with USIA.
NAPA	Associated Student Body promotes speakers on foreign relations issues and supports and promotes Multicultural Day including Mexican and Native American activities.
SADDLEBACK CCD	The ESL program and the office of International Education publish a newsletter of student writing called "The International Voice". The Spring issue is 16 pages of stories, poems and art work.
SAN JOSE	Contract with China for student exchanges and International Business.
SAN DIEGO CCD	During the past year, San Diego Mesa College has served on a San Diego Community College District Task Force on International Education. The Task Force was co-chaired by Lynn Neault, Assistant Chancellor for Student Services and Constance Carroll, President of San Diego Mesa College. Representatives from the District Offices, and all colleges served on the Task Force. The Task Force was charged with developing an inventory of the various activities and program relating to International Education that are currently offered in the District and to design a strategic plan to foster International Education programs and offering within the District. The plan will be presented to the Chancellor, Augustine Gallego. We have developed an informal consortium of representatives from other community colleges in the area: Miracosta, Grossmont, Cuyamaca and Southwestern. We have been meeting on a monthly basis to support each other's programs. As a result, we have developed plans to jointly advertise our Study Abroad programs for the summer of 1998. We hope this effort will help to better serve the students in our region. MESA: Strengthening Foreign Languages Project" sponsored by AACC, NEH and CCHA.
SANTA ANA	Business Without Borders conference which emphasized business requirements and cultural sensitivities needed to trade successfully with Mexico
SANTA BARBARA	Developed a summer work abroad program in Britain.
SANTA MONICA	Expand the breadth and depth of international education through short-term programs (e.g. Intensive Business Program, Intensive ESL) and developed stronger exchange programs with other international institutions.
SANTA ROSA	With the International Studies Committee, started developing a long range plan for International Education.
SEQUOIAS	Encourage students/faculty to participate in AIFS programs. Business Division is exploring curriculum options.
WEST VALLEY/ MISSION CCD	Received Title VIa Grant.
YOSEMITE CCD	Columbia College has a CASS Spring International Program